DOCUMENT RESUME

ED 146 169 95 SP 011 882

TITLE	School-Community-University: Collaborative Decision Making. Improving Learning Opportunities: IMPACT Series, No. 6.
INSTITUTION	Lincoln Public Schools, Nebr.; Nebraska Univ., Lincoln. Teachers Coll.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Teacher Corps.
PUB DATE	77
CONTRACT	OE 600-750-3580
NOTE	17p.; For related documents, see SP011 878-84 and 728
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	College High School Cooperation; *Cooperative Planning; Parent Teacher Cooperation; *Program Development; *Program Planning; School Community Cooperation
IDENTIFIERS	Nebraska (Lincoln); *Teacher Corps

ABSTRACT

This document is the sixth in a series of eight that document the Lincoln, Nebraska, Public School System Tenth-Cycle Teacher Corps Program, and consists of an explanation of the role "collaboration" plays in the development and conduct of the Program. School-community-university cooperation is discussed as a major concept in the development of all Teacher Corps projects. To illustrate this method of planning, a model of the Lincoln collaborative decision-making process is presented and illustrated by appropriate examples in the following three areas: (1) decision making for community involvement; (2) decision making for competency based teacher education; and (3) decision making between school and university. The appendix presents results of a community needs survey. (MJB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

TEACHER CORPS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

IMPROVING LEARNING OPPORTUNITIES

School-Community-University: Collaborative Problem

IMPACT SERIES

FOREWORD

The Lincoln, Nebraska Teacher Corps Project is pleased to present its Cycle 10 report through this IMPACT Series. Booklets 1-7 present a descriptive report of project themes and processes (models) while Booklet 8 presents a research report of results obtained with learners, teachers and community personnel.

The impact of Teacher Corps activities upon individuals and institutions is evident from the data reported, hence this IMPACT Series. Following Booklet 1, which presents an overview of the entire project, each booklet presents a major theme developed, implemented and refined in the Lincoln Teacher Corps. Generally, these themes have been implemented through models--recommended processes and/or structures which have proven effective in achieving desired outcomes. Each booklet is designed for use in instructional settings, in disseminating Teacher Corps principles and practices, and in reporting outcomes and recommendations.

The Lincoln Teacher Corps truly has been a team effort. School, community and university personnel have worked together effectively to achieve project goals. Sincere thanks go to all who shared in the Cycle 10 project. By sharing and serving others, we have discovered desired results in ourselves as well as in those we served. We look forward to new sharing/growing experiences in Cycle 12 Teacher Corps.

John Lux
Director

School-Community-University: Collaborative Decision Making

Introduction

The Teacher Corps has learned that collaboration is a basic ingredient for project success. To improve educational opportunities for children and youth in areas having concentrations of low-income families, cooperative efforts are essential. Similar efforts are needed to improve preservice and inservice teacher education programs. Thus it is important to understand the concept of collaboration, recognize issues facing its use, and be aware of its implementation in the Lincoln Teacher Corps Project.

What is Collaboration?

Collaboration is defined as "a voluntary association between two or more organizations in which representatives of each work together to achieve some separately held and some commonly held objectives."[1]

In the collaborative scheme established by Teacher Corps, planning, decision making and resource utilization are shared by all groups involved. Each organization still maintains its own identity, but by working together objectives once unattainable when working alone can become reality.

[1]F. Herbert Hite, William Drummond, "The Teacher Corps and Collaboration," *Journal of Teacher Education*, Volume XXVI No. 2, Summer, 1976, p. 133.

In order to ensure that collaborative decision making does take place, the Teacher Corps mandates that all participating organizations endorse this concept before funding becomes available, but the first real collaboration takes place prior to a project receiving its grant. The proposal for a Teacher Corps grant is jointly planned and submitted by educators of the university and the school system with the endorsement of community agencies.

Lincoln's Collaborative Decision Making Model

Each Teacher Corps project implements the concept of collaborative decision making in its own unique manner. The Lincoln Teacher Corps project has developed a model which is responsive to the many role groups participating in this project. (See p. 3.)

The key to the success of this arrangement is that collaboration involves the sharing of power (involving the loss of some control by some groups) over educational and community concerns. This model is illustrative of the many masters who must be served by a Teacher Corps project for the project to be truly effective. This model has been developed so that each participating institution, organization, and group has input into the decisions which make the project operate. It is important to note that collaborative decision making is essential and promoted at all levels–from the broad, project-wide policies to the instructional contracts (implementation) level.

The School-Community Council has fifteen (15) members and is the overall policy group for the project. A majority of the members are parents of Goodrich students. Its responsibilities are to set general policy guidelines and to provide general coordination and community support for the Teacher Corps Project. This council meets monthly to establish policy, review project results and recommend future courses of action. One important idea gained from the first year of operation was that in a city and school district the size of Lincoln, it was essential to have the immediate neighborhood (the individual school's population area) represented adequately rather than assume that the community agencies which represent the city as a whole also represent the neighborhood.

The Lincoln Teacher Corps project has also put into operation four advisory committees to provide "grassroots" input into the project decision making structure. These advisory committees--interagency, students, teacher educators, and interns–provide continuous, first-hand information to the Community Council and staff concerning the needs and recommendations of the respective groups.

The Project Steering Committee is responsible for guiding the day-to-day operation of the Teacher Corps project. It meets weekly (more often if necessary) to evaluate work completed and plan courses of action between meetings of the Community Council. In the Lincoln Project, the Community Coordinator represents the community. The Coordinator is a person living in the community, has children in the school and is active in the Neighborhood Association. The Team Leader and On-Site Coordinator represent the school and the larger school system. The Program Development Specialist and the Director represent the university, so input from all three areas is gained.

The collaborative decision making process is vital on the implementation levels. Instructional contracts, for example, involve one or more teachers, one or more interns,

Collaborative Decision Making Model

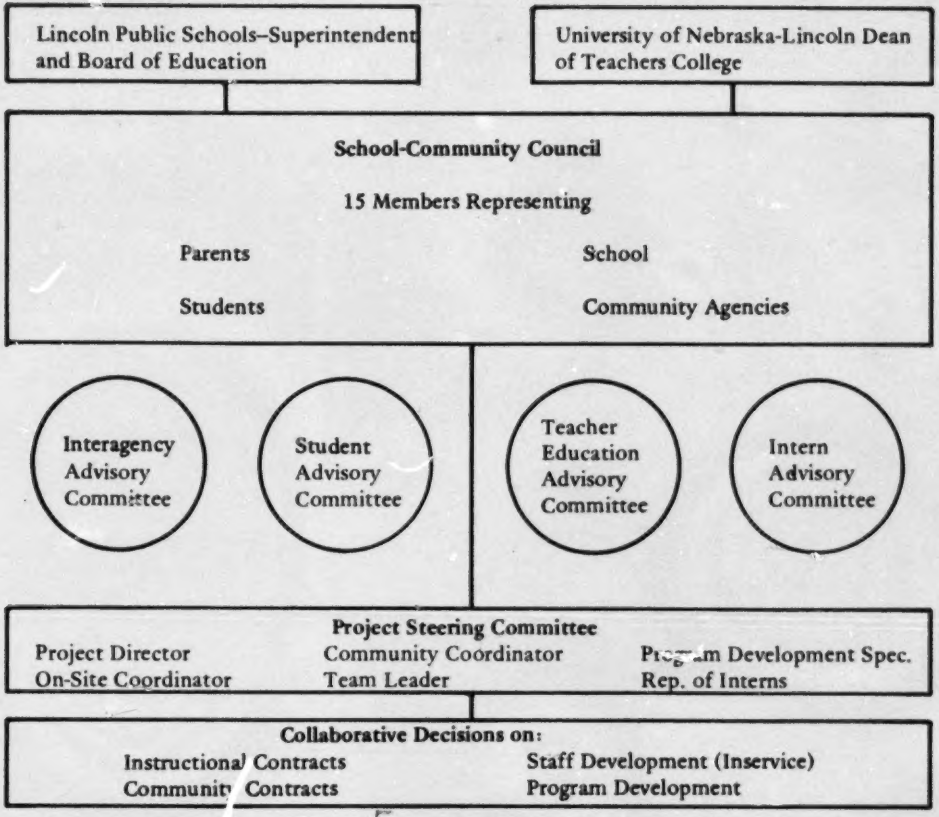


Fig. 5

the students to be instructed and their parents, and any community agency which is working with the students or families. In community contracts, the interns are involved with agencies, parents and students. Work of the community aides and volunteers is coordinated to enhance sound school-community relationships. Work of the university teacher trainees similarly is coordinated to enhance sound school-university relationships.

Collaborative Decision Making: Actions and Reactions

The following "demonstration narrative" documents how collaborative decision making has taken place in the Lincoln Teacher Corps Project.

A. Collaborative Decision Making for Community Involvement

1. **Needs Assessment**

In order to better understand the needs of the community the Lincoln Teacher Corps serves, the project assisted the Northwest Lincoln Community Association in conducting a Northwest Lincoln Community survey. This survey assessed the needs of over 230 residents in Northwest Lincoln (the Goodrich school population area). Survey responses to educational issues are found in Appendix A.

2. **Adult Classes**

Perhaps the most overriding educational need coming from the survey was that adults wanted to participate in adult enrichment activities at Goodrich Junior High School. In response to these findings, the Teacher Corps Project helped plan and coordinate adult basic education, community college and city recreation courses and activities at Goodrich Junior High School. This program saw the involvement of over 200 adults in 25 classes at Goodrich. In keeping with the concept of community education, the Teacher Corps actively recruited Northwest Lincoln residents to instruct these classes.

3. **Home-School Coordination**

Another area of need identified by the community survey was to provide closer home-school coordination of educational activities. The Teacher Corps interns, community coordinator and community aides spent many hours talking and working with parents and students for home-school collaborative planning to take place. During the project, over 200 home contacts were made by Teacher Corps personnel.

The major emphasis behind these visits was to explain school programs to parents, describe student progress, and to solicit parent involvement in the schoolwork of their children.

4. **Parent Involvement in Educational Activities**

The growth of parent participation in educational activities was documented in two ways - parent surveys both years of the project

and a recording of parent, student and team teacher participation in each instructional contract. These data are presented in Table 1.

Table 1
Parent Attitudes About and Involvement In Teacher Corps Activities

	Year 1 (75-76)	Year 2 (76-77)
1. Per cent of parents knowing their child was participating in a Teacher Corps activity	65%	83%
2. Per cent of parents feeling that their child benefitted from Teacher Corps activities	86%	90%
3. Per cent of parents wanting information on child's progress in Teacher Corps activities	100%	100%
4. Per cent of parents who received information during Teacher Corps instructional contracts	23%	74%
5. Per cent of parents actually involved in instructional contracts (planning, setting goals, etc.)	4%	17%
6. Per cent of parents who participated in evening classes and/or other self-enriching activities sponsored by Teacher Corps.	7%	9%
7. Number of community aides and volunteers who assisted with Teacher Corps activities		
Aides	4	5
Volunteers	25	35

5. **Working with Community Agencies**

All community agencies were visited by Teacher Corps personnel and an open, cooperative relationship was promoted between the school and the agencies. The interns, community coordinator and community aides worked with the following agencies during the project:

YMCA
Good Neighbor Center
Belmont Community Center
Red Cross
Boy Scouts
Girl Scouts
Concerned Parents Group
Elementary School PTAs
City Planning Department
Lincoln High School Community Council
Lincoln Police-School Resource Officer
Youth Service System

Northwest Lincoln Community Assoc.
Southeast Nebraska Community College
City Recreation Dept.
Child Guidance Agency
Arnold Heights Community Center

The Belmont Energy Efficiency Project (BEEP) is an example of the type of collaborative decision making, planning and resource utilization promoted by the Lincoln Teacher Corps. Many homes in Northwest Lincoln were identified by CENGAS thermograms as having substandard insulation. The Northwest Lincoln Neighborhood Association, in cooperation with many community businesses, developed a plan to increase the number of homes with adequate insulation. The Teacher Corps was asked to participate in this project. Teacher Corps interns and Goodrich students spearheaded the project. Teacher Corps interns and Goodrich students spearheaded the efforts to organize volunteer teams which installed insulation in 30 homes.

6. **Community Aides and Volunteers**

Another aspect of community involvement and shared responsibilities was the hiring of five community aides. These aides served as community resource people for the teachers and students and also as individuals who communicated to the community what was happening at the school. The community aides helped with the following:

Field trips
Parent surveys
Tutoring
Mini-career day
Assisted in individualized programs in math test center and reading center
Multicultural calendars
Community workshops
Parent-teacher conferences
Home visits to parents
Grading papers and preparing charts, posters and bulletin boards in reading, math, home economics, basic studies, and art
AV assistance

In addition to the aides, a list of over twenty-five community volunteers was prepared. These volunteers were available to enrich the school program in both vocational and avocational areas.

At the end of the Project, over three-fourths (78%) of the teachers indicated that they had received help from the community aides and volunteers.

7. **School-Community Projects for Students**

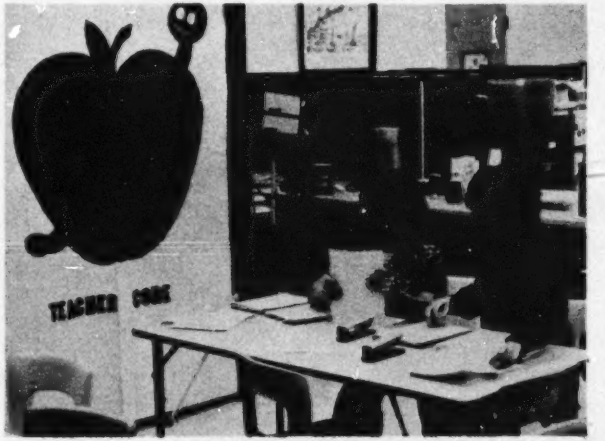
Through the efforts of collaborative decision making, many other community needs were identified and action taken. Many projects were conducted by the Teacher Corps interns with Goodrich students and others from the Goodrich area. These projects included:

a) Girls' Club
b) Wrestling Club
c) Rocket Club
d) Campouts
e) Field Trips
f) Significant Adult Program
g) New student/family orientation
h) Tutor Club
i) Resource Officer (Lincoln Police Officers) - Student Athletic Games
j) Personal Care Projects
k) Student Advisory Group
l) Purple Masque (Drama) Group

It is significant to note that community or school sponsors have been located to continue the major community projects initiated by the interns.

B **Collaborative Decision Making - Competency-Based Teacher Education**

A major goal of the Lincoln Teacher Corps project was to develop, refine, and implement a model for competency-based teacher education. This model has carefully defined competencies which would be the foundation of the University of Nebraska's secondary teacher education program and the Lincoln Public School's Staff Development Program. Among the competencies were teacher skills necessary for working with parents, utilizing community agencies, serving idiosyncratic needs for special groups of learners (the junior high age group, low-income students, and students from varying cultural backgrounds).



Booklet Four of this series describes the competency model developed by this project and the development process for this model. It is important to remember that this model was developed as a result of collaboration of all of the role groups associated with Teacher Corps.

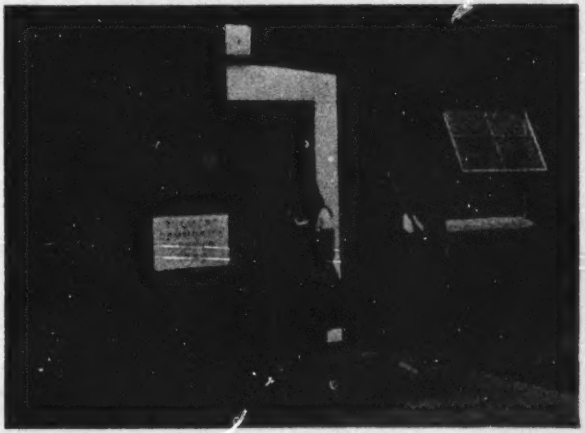
Another collaborative endeavor sponsored by Teacher Corps was to encourage public school staff and university personnel to develop instructional modules to be used with the competency model for both pre- and inservice teacher education programs. Twenty-four school and university instructors prepared modules for the Project.

C. **Collaborative Decision Making - University and School**

> "The main highlight of the program is the systems receptivity to having a program like this. The Goodrich faculty, school, district administration, the Dean and university staff are actively involved in give and take and cross-fertilization. . . . I am amazed at the lack of friction between so many role groups. There were no difficulties relative to decision making and the decision making process was appropriate for the type of project operating in Lincoln."
>
> From Dr. Cecil Reeves' Cycle 10
> Close Out Evaluation Report

This quote summarizes very well the university-school collaborative efforts of the Lincoln Teacher Corps. Joint workshops and other activities for the exchange of ideas and materials were a continuous thrust of the Project. Participants in a "retreat" on collaborative staff development (inservice) programs recommended the following actions, many of which have already been implemented:

> Collaborative research projects in areas where both institutions desire and will use the data.



Collaborative efforts to increase "teacher centering"

New courses at UNL for teachers working in student teaching or related programs

Collaborative inventory of resources and needs for staff development

Expanding collaborative role groups to more fully include State Department of Education personnel and professors in UNL college other than Teachers College

Expand concept of joint appointments and various team teaching arrangements.

Summary

Collaboration is neither an easy task nor always totally successful. Different groups have differing philosophies and procedures. Collaboration can produce anxiety and inefficiency. Teacher Corps is cognizant of these problems but has practiced collaboration as the only way to make a project truly effective. Taking into consideration all the risks involved, the Lincoln Teacher Corps feels that the collaboration demonstrated in this project has been instrumental in achieving its goals.

Appendix A
Community Needs Survey
(Educationally-Related Items)

Items	Number of Tallies
3. If Goodrich Junior High School were open in the evenings, would you participate in the following:	
a) Southeast Community College courses	42
b) City Recreation Department activities	47
c) Special Adult Activities sponsored by school	34
4. Please suggest one or more specific ways that Goodrich Junior High School might help you and the community.	
Answers:	
Southeast Community College should offer courses to adults in evenings	3
Strengthen parents association	2
More discipline	2
Control children walking in streets	1
Have students pick up litter in the neighborhood	1
Help get 6th grade back in Belmont school	1
I think the school is doing that now with more teacher-parent relationships	1
Recreational leagues are beneficial and we need more of them	1
It's doing a darn good job now! Just keep improving areas from No. 3	1
Provide space for community meetings	1
Educate students for a good, complete life	1
Better supervision of children before and after school (on grounds)	1
Making kids more aware of community problems and letting them help solve them	1
Be more informed as to what programs are offered	1
Clean up the mess, let students study, control over children	1
5. Please suggest one or more specific ways that you might help the pupils and staff at Goodrich Junior High School	
Answers:	
Support	1
Understanding the students	1
Become more involved about truancy	1
Counseling students with problems	1
Alert school to disturbances caused by students	1
Improve courses given, application for life after leaving school	1
Could help with Earth Science lectures and discussions	1
Volunteer work with pupils and staff	1

Could talk to staff and pupils about agriculture as it fits into the economy, Government's role in agriculture	1
Encourage them to be better citizens	1
Speaking in PTA meetings	1
Be responsive when they need help	1

6. What ways could Belmont, McPhee, and West Lincoln elementary schools and Goodrich Junior High School better relate together?

Answers:

Combine PTA (parent) meetings occasionally	3
Committee of teachers and parents from all schools involved to discuss problems	1
LHS teachers haven't high regard for Goodrich teachers	1
More communication between schools	1
Visitations	1
PTA council and/or related parents' organization	1
Through PTA	1
Have same teaching methods as far as that age level	1
Belmont grade and Goodrich a Junior High which would put 6th at Belmont	1
Keep children in area of school to attend school of their area	1
Teach students better ways of life, discipline	1
Better care of the youngsters	1

7. What ways could Goodrich Junior High School and Lincoln High School better relate together?

Answers:

Parents and children should be alerted to what to expect at Lincoln High School	2
Visitations	2
More communication between schools	1
Teachers' organizations	1
PTA	1
Train students to be better adults	1
More discipline	1
Junior and Senior High enrollment at both schools	1
Merged meetings	1

8. If you have or have had children in Goodrich Junior High School, approximately how many times per year did you have direct contact with the school personnel (personal visit, phone calls, notes, or letters)?

Answers:

0	9
1-3	9
3-5	6
More than 5	11

12. How do you feel about the following public services in the Northwest Neighborhood?

	Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied	No Opinion
p) Elementary Schools	28	78	13	4	32
q) Junior High Schools	29	66	12	4	44
r) High Schools	7	40	31	22	45
s) School Crossing Protection	21	80	18	6	30
Other selected items					
City Library Services	36	85	21	2	19
Bus Service	17	74	39	6	23
Day Care Facilities	5	44	17	13	81
Police Protection	52	86	11	5	7
Street Maintenance	21	83	30	16	7

19c. Check the kinds of facilities you would like to see added and would use in the Northwest Neighborhood.

Bowling - 65	Volleyball - 27
Playground - 33	Handball - 18
Tennis (outdoor) - 53	Indoor Gymnasium - 38
Tennis (indoor) - 32	Winter Activities - 45
Swimming Pool (outdoor) - 10	Community Recreation Center - 28
Swimming Pool (indoor) - 40	Roller Skating - 56

21. a) Has any member of your family taken an adult education course in Lincoln during last five years? Yes - 54, No. - 112

b) If additional adult education programs were made available in the Northwest Neighborhood, would any member(s) of your household be likely to participate? Yes - 76, No. - 30 Don't Know - 53

c) If "yes," what subject area(s) do you think would be of greatest interest?

Home maintenance and repair - 34	Vocational skills - 37
Nutrition and dieting - 19	Creative writing - 10
Child care - 11	Gardening - 26
First aid - 16	The "3 R's" - 6
Lawn care - 21	Beauty hints - 11
Budgeting your grocery money - 22	Crafts - 56

28. Check *three* of the family services and programs listed below which, in your opinion, most urgently need to be developed or strenthened in the Northwest Lincoln area:

1.	Adult day care	4
2.	Child day care	52
3.	Employment counseling	22
4.	Family counseling	21
5.	Family programs/activities	69
6.	Area information and referral center	28
7.	Senior citizen programs/services	38
8.	Youth programs/activities	89
9.	Other	0
10.	None need to be developed or strengthened	17

36. Do you feel that you are adequately represented on/in each of the following?

Agency	Yes	No	Don't Know
Lincoln Board of Education	31	45	64
City Council	26	54	56
Parks & Recreation Department	29	39	70
City Electric System	22	52	62
City Library Board	24	40	20
Lincoln Transportation System	30	37	63
County Commissioners	18	42	70

47. Which sources of information do you prefer and presently rely on for news from your school, and which, if any, do you find inadequate?

Source	Prefer	Presently Rely on	Inade-quate
Radio, TV, Newspapers	26	51	9
Personal Communication (phone, conferences, correspondence)	28	38	8
School Publications (Newsletters, bulletins, etc.)	33	42	11
School Meetings (PTA, programs, etc.)	20	21	10
Neighborhood Groups (Coffees, etc.)	10	14	20
Students/Pupils	11	43	10

48. Do you believe that parents should be used as volunteer/resource persons in the school?

Yes - 61, No - 21, Don't Know - 3

49. Do you feel that any child in your family would benefit from attention by another significant adult (for example, a college student, retired person, etc.)?

Yes - 41, No - 34, Uncertain - 35

50. Would you like to have your child's (children's) teacher(s) visit your home to explain his/her program?

Yes - 35, No - 37, Uncertain - 19

51. Would any child in your family benefit from (and use) a place to study outside his/her home, with the help of an aide (tutor) provided?

Yes - 31, No - 37, Uncertain - 21

52. Do you feel that West Lincoln Elementary School needs to be enlarged?

Yes - 51, No - 11, No Opinion - 85

53. a) Do you have (or will soon have) children (one or more) attending Lincoln High School?

Yes - 56

b) How do they get to Lincoln High School?

Drive own car	13
Ride with other	24
Driven by family member	15
Bicycle or Motorcycle	1
Bus Service	18

c) If your child does not use the bus to attend Lincoln High School, would they do so if the service was improved?

Yes - 28, No - 2, Probably - 12

Lincoln Teacher Corps Project

Goodrich Junior High School

Lincoln Public Schools
University of Nebraska-Lincoln Teachers College

Director: John Lux
Principal/On-site Coordinator: Lyle Bargman
Team Leader: Marilyn Moore
Community Coordinator: Myrna Novak
Program Development Specialist: Bill Kenagy

Resource Teachers (Interns):
Cheryl Humphrey
Geri Imel
Hugh McDermott
Renate Stanton

This brochure was developed as part of
Contract No. OE 600 750 3580 to the
Lincoln Teacher Corps Project.

Produced in Conjunction with
Office of Publications & Information
Lincoln Public Schools
Lincoln, Nebraska